

# **Department of Personnel Employee Development & EEO Division**



# **Course Catalog**

**Revised 2005**

## **GENERAL INFORMATION**

### **Who to Contact About Training**

Every agency in State government has a training coordinator who is charged with handling the training function in that agency. The Employee Development and EEO Division coordinates all training through these agency training coordinators. These individuals are familiar with the special needs and circumstances of their agency, as well as State training policies and procedures.

Of course, the staff of the Employee Development and EEO Division is always ready to answer questions, provide information and meet your training needs. Please give us a call at (615) 741-3673, or visit our website at [www.state.tn.us/personnel/training](http://www.state.tn.us/personnel/training)

### **Enrollment Procedures**

Employees who desire to enroll in courses should contact their Agency's training coordinator for specific information.

### **Minimum and Maximum Enrollment**

To promote a more effective learning environment, minimum and maximum numbers are established for all training programs. The minimum number of participants for a training seminar is 12 and the maximum is 20; however, based on agency needs, the minimum and maximum enrollment is flexible.

### **Cancellation Policy**

If it becomes necessary to withdraw from a class or seminar that you have registered for, your agency training coordinator must approve the withdrawal. In addition, your agency training coordinator must notify our office at least five (5) working days prior to the date of the class or seminar. Cancellations can only be accepted when made by the agency training coordinator.

Agencies will be billed the full cost of the course for all cancellations made after the five (5) day period.

### **Substitution Policy**

Substitutions are permitted; however, notifications must be made to, and approval received from the Employee Development and EEO Division by the agency training coordinator at least one (1) day prior to the start of the class. Substitutions should be used only in

emergency situations, and when appropriate information such as pre-reading, times, dates and location can be disseminated to the substitute.

Substitutes will not be allowed for participants who have completed pre-work surveys or assessments.

## **Confirmations**

Training Coordinators are notified by e-mail if the class is a go or cancel. Training Coordinators still must access the Training Information System (TIS) 14 days before the class start date to validate acceptance of their nominee(s). Nominees should be notified of their acceptance by the agency training coordinator after the verification date.

## **Special Services**

In addition to the courses described in this catalog, the Division of Employee Development and EEO offers a wide range of training and consultant services. These services are designed to meet training and development needs that may not be met by regularly scheduled course offerings.

## **Conferences/Workshops/Retreats**

We are available to develop and design workshops or special seminars, consult with agencies in planning retreats, and contract with external resources when necessary to meet the special needs of departments.

## **Special Sessions (Departmental)**

When agencies have a group of employees requesting the same catalog course, arrangements can be made to provide a special departmental class based on a minimum of 12 participants. Contact the appropriate staff member for more information.

## **Out-Service Training**

Out-Service training should be used to meet technical training needs specific to each agency. The following general policy guidelines apply:

- ◆ Out-Service training requests will not be approved for training which duplicates current Department of Personnel programs.
- ◆ One-day nationally sponsored workshops that focus on generic training (effective supervision, communication skills, time management, etc.) will not be approved.
- ◆ Annual seminars/retreats will not be approved as an out-service training event.

## **Continuing Education Units (CEUs)**

A Continuing Education Unit (CEU) is “ten contact hours of participation in an organized, continuing education adult or extension experience under responsible sponsorship, capable direction, and qualified instruction.”

The Division of Employee Development and EEO has been approved by the International Association for Continuing Education and Training to award CEUs for training programs that meet the Council’s criteria. All of the programs that we sponsor meet the criteria. CEUs are awarded to participants who successfully complete our programs.

Departments that would like to award CEUs for an in-house program may submit an application to the State Continuing Education Unit Committee. If the program meets the criteria, CEUs will be awarded.

CEUs are recorded in the State Employee Training Information System. This system maintains the number of CEUs awarded to each state employee. Transcripts are available upon request from either your agency training coordinator or our division.

## **Train-the-Trainer (T-4-T) Programs**

Our Division offers trainer certification workshops to certify selected employees in specific courses so they may conduct classes in their respective departments. The following requirements are applicable for trainer certification:

- ◆ Nominees must successfully complete the course they plan to facilitate.
- ◆ Nominees must have current documented facilitative experience, or complete Effective Training Techniques prior to T-4-T certification.

## **COURSE DESCRIPTIONS**

### 3 T's of Communication Techniques, Tools & Tips

#### Course Description

The workplace is moving at an ever faster pace. It was not *that* long ago that sending a “document” meant putting a paper document in an envelope and mailing it. You would be glad to get it returned within a week. Now we expect to send a document anywhere in the world in a matter of minutes, if not seconds.

The communication options we have today are so numerous! There is a bewildering array of communication methods and media. Which is “right?” Which is “best?” How will you know which to use and how best to use it?

This workshop will help you answer those questions.

#### Objectives

By the end of this course, participants will be able to:

- Define Efficiency and Effectiveness.
- List communication methods used by the State government.
- Assess your needs and the needs of your audience to choose optimum communication methods.
- Conduct all forms of telephone communication in ways that promote positive images of your agency and the State.
- Use an efficient and effective format for messages, emails and other non-verbal communications.
- Make best use of shared calendars, folders and other electronic tools when available.
- Identify areas for further personal development.

Who Should Attend: All Employees  
Prerequisite: None  
Course Length: 4 hours: One half day  
Continuing Ed. Units: 0.4



## Advanced Lifestyle Planning

### Course Description

This program is designed for employees vested with the state who are 15 years or less from retirement. This course will help to analyze your current personal and financial situation and develop a career plan to secure your future. It will provide the knowledge needed to focus on health & financial goals and to construct a personalized action plan to continue the process of achieving these goals. Obtain information needed to make preparations or adjust existing plans for financial well-being now instead of waiting until retirement, with information on State Retirement, Insurance options and Social Security.

### Objectives

By the end of this course, participants will be able to:

- Recognize and write values, goals and action steps
- Evaluate five building blocks of financial planning
- Review state offered benefits
- Identify specific legal issues in estate planning
- Prepare long-term plans for health and retirement

Who Should Attend: All Employees  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6



## Bridges: Skills for Managing a Diverse Workforce

### Course Description

*Bridges* is a video-based training program that increases awareness and sensitivity to cultural /racial/ethnic/gender differences and facilitates the exploration and practice of skills for managing diversity.

Workforce diversity brings up difficult issues: prejudice, stereotypes, cultural and ethnic pride, social isolation, intercultural conflict, and communication barriers. In many organizations, there's an unwritten rule: don't openly talk about the problems that emerge from diversity. The basic assumption of *Bridges* is that this rule must be rewritten. Increased workforce diversity requires a fresh, new and candid look at these issues. However, since these issues can be subtle and complex, they need to be explored in a safe and respectful manner. *Bridges* is designed to be respectful and non-confrontational.

### Objectives

The program is designed to:

- Increase sensitivity and awareness of stereotypical thinking about people because of culture, race, and gender.
- Develop skills to identify and solve problems arising from differences.
- Communicate the organization's commitment to fair treatment of all employees.

Who Should Attend: Managers  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6





# Customer Service: In Government!

## Course Description

This workshop is designed to provide participants with the knowledge and skills required to deliver excellent customer service and consistently achieve high levels of customer satisfaction in a government setting.

## Objectives

By the end of this course, participants will be able to:

- Identify the relevant job, service, and customer knowledge needed to consistently deliver excellent customer service.
- Assess the importance of customer service from the customer's point of view.
- List the *seven sins of service*.
- Describe *SIPOC* and the internal, next-step customer.
- Identify the factors that influence customer satisfaction and dissatisfaction.
- Define the elements of appropriate customer communication.
- Identify the *customer touch points* where *moments of truth* occur.
- Apply the *five core steps to deliver excellent service*.
- Use the *customer service model* to successfully create customer value.

Who Should Attend: All Employees  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6



## Coaching for Managers

### Course Description

*Coaching for Managers* is one of the initial courses offered to managers as part of the Leadership Development Initiative. It identifies techniques of developing self-leadership among individuals and teams. By helping others learn to think through problems, ideas, and opportunities, leaders can focus on broader issues while creating an environment in which performers do their best work. *Coaching for Managers* has a pre-read to be completed before class.

### Participants of the Coaching for Managers course will:

By using Key Principles and Coaching Developing High Performance modules managers will:

- Define coaching and understand why it is critical to the success of their team, the organization, and themselves.
- Demonstrate interaction skills that help them achieve critical business objectives while satisfying people's personal needs.
- Discover the importance of focusing coaching discussions on the categories of information needed to complete any task.
- Identify coaching opportunities that occur most frequently in today's workplace, as well as their impact, and how to customize coaching to the needs of individual employees and situations.
- Practice effective feedback, active listening and questioning skills.
- Describe how follow-up coaching is a major component in sustaining improvement of performance and work habits.
- Demonstrate follow-up coaching skills to sustain improvement of performance and work habits.

Who Should Attend: Managers  
Prerequisite: None  
Course Length: 12 hours: Two full days  
Continuing Ed. Units: 1.2



## Choices

### Course Description

*Choices* shows how an organization can reduce or eliminate EEO complaints and charges, enhance the skills of managerial and supervisory personnel, increase manager sensitivity to subtle forms of discrimination, meet affirmative action and EEO guidelines, boost morale, maintain a better public image, and retain its best employees.

Through the use of multi-media presentation and other visual aids, *Choices* examines subtle and not-so-subtle situations in the work environment, and helps managers and supervisors develop awareness and skills to bring out the best in each of their employees.

### Objectives

The program is designed to:

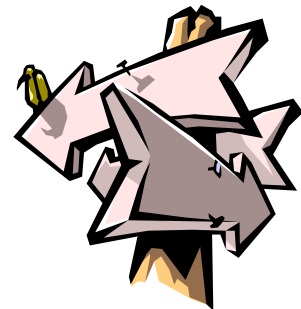
- Increase sensitivity to possible racial, ethnic, and gender prejudices.
- Encourage managers and supervisors to use job-related and objective criteria in evaluating qualifications and job performance.
- Support the efforts to provide development opportunity and job related feedback on a non-discriminatory basis.
- Ensure that management decisions are reviewed in the context of EEO/AA requirements.

Who Should Attend: Managers, Supervisors, EEO/AA Officers, Personnel Officers, Employee Relations Officers, Training Coordinators, ADA coordinators, and others who make employment and training decisions and recommendations.

Prerequisite: None

Course Length: 6 hours: One full day

Continuing Ed. Units: 0.6



## Dealing with Difficult People

### Course Description

Conflict is something most of us prefer to avoid, but avoiding conflict is not the answer. How you manage conflict and control your emotions makes a powerful difference in the workplace, in your career, and in your personal life. You will find out how conflict can strengthen relationships, increase productivity, and renew enthusiasm when handled constructively. This course provides a positive, even optimistic, approach to managing anger, emotional tension, and confrontation.

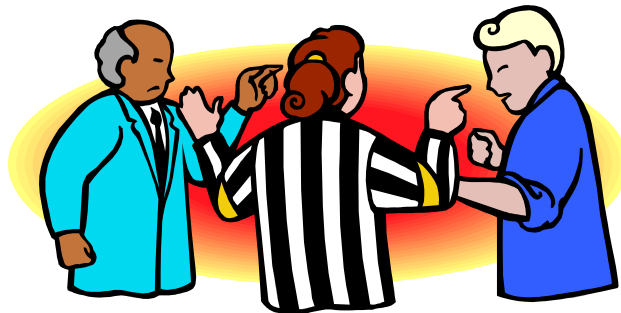
Participants will complete a “Personal Profile Survey” to identify their behavioral style. Everyone has developed behavioral patterns, or distinct ways of thinking, feeling and acting. By understanding and identifying their behavioral style, participants have the opportunity to increase their personal effectiveness in a range of people situations.

### Objectives

Upon completion of this course, participants will be able to:

- Recognize difficult people and explain why they display difficult behavior.
- Employ coping as an alternative to accepting or trying to change the difficult behavior.
- Use specific “how to’s” in coping with difficult people in the workplace.
- Practice interpersonal skills that create an environment where the people you work with are less defensive, more cooperative, and more open to your initiative.

Who Should Attend: Anyone desiring to improve interpersonal skills.  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6



## Diversity: A Winning Balance

### Course Description

*A Winning Balance* will help participants explore personal attitudes towards differences, and how these attitudes affect interactions with others. It will also build the skills to become Diversity Change Agents in creating a work environment and organizational culture that furthers the development of each and every employee.

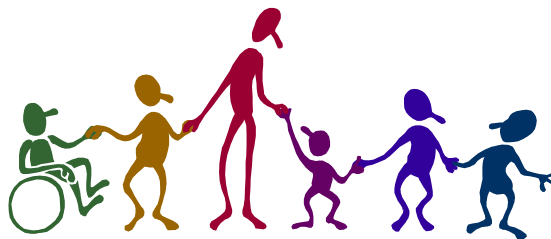
The course uses video and group exercises in a powerful exploration of workforce diversity and answers questions such as: What does diversity mean to me? Why should I care? How do my attitudes translate into behavior towards others? What is the cumulative impact of these behaviors on others as well as me? How does diversity affect our business? What can I do differently to create a more respectful work environment? Five dramatic segments explore the topic of diversity — on a very personal level.

### Objectives

Upon completion of this course, participants will be able to:

- Realize the impact that today's changing demographics have on the workplace.
- Understand the connection between diversity and their organization's present and future success.
- Recognize the important role they play in creating A Winning Balance, a workplace in which people of all cultures and backgrounds have a chance to succeed.
- Identify their personal attitudes and behaviors toward differences.
- Recognize how attitudes toward differences influence their interactions with others.
- Act as a Diversity Change Agent to create a respectful workplace.

Who Should Attend: All employees  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6



## Effective Training Techniques

### Course Description

A trainer has a most challenging and rewarding job. The rewards come when your help and guidance enables a learner to do something better. The challenge lies in making it happen!

Of course, a trainer cannot make someone learn. Adults learn because they want to learn and when they see some personal benefit to investing the energy required to change their behavior. Therefore, successful training requires more than just standing in front of the group and telling them what they should know. This workshop will provide the knowledge and skills required to facilitate learning in a classroom environment.

### Objectives

Upon completion of this course, participants will be able to:

- Apply Adult Learning Principles and theory.
- Use involvement techniques.
- Define activities that are appropriate for different times of the training day.
- Choose the most appropriate techniques to handle a variety of participant problems in an effective manner.
- Choose appropriate training room arrangements in relation to the learning process.
- Prepare appropriate audio visuals to enhance the learning experience.
- Apply presentation skills and techniques for motivating learners.

Who Should Attend:	Employees who deliver training
Prerequisite:	None
Course Length:	6 hours: One full day
Continuing Ed. Units:	0.6



## English Review, Part I

### Course Description

With advancing technology, employees are assuming more responsibility for grammatically correct business correspondence. This makes the English we use more important than ever before. This course will prepare the employee for today's business world.

This course provides a review of the basics of English grammar. Parts of speech, types of sentences, sentence style, choosing the right word, and punctuation are covered.

### Objectives

Upon completion of this course, participants will be able to:

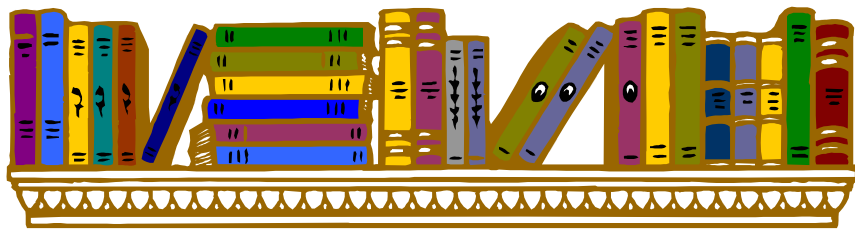
- Correctly apply parts of speech, including adjectives, adverbs, gerunds, and so forth, to written and oral communications.
- Write and speak with correct subject-verb agreement.
- Correctly use nouns, pronouns, and verbs in written and oral communications.

Who Should Attend: Employees who have a need for greater understanding of basic English grammar principles.

Prerequisite: None

Course Length: 20 hours: Four hours each day for five days

Continuing Ed. Units: 2.0



## English Review, Part II

### Course Description

Employees participating in this program will have the opportunity to improve their ability to construct easily understood and grammatically correct sentences with proper spelling and punctuation.

The course will explore punctuation, spelling rules and vocabulary building for correct word usage. *English Review, Part II* builds on the material covered in *English Review I*.

### Objectives

Upon completion of this course, participants will be able to:

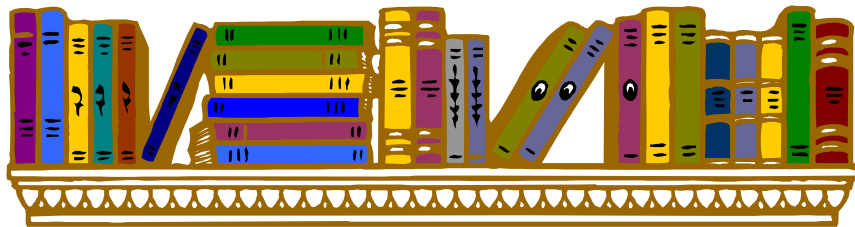
- Identify and correctly apply punctuation marks.
- Choose the correct word for clarity and preciseness in written and oral communications.
- Use correct principles of English grammar in written and oral communications.

Who Should Attend: Employees who desire to build upon skills attained in English Review, Part I.

Prerequisite: Successful completion of English Review I

Course Length: 20 hours: Four hours each day for five days

Continuing Ed. Units: 2.0





# Improving Personal Productivity

## Course Description

*Improving Personal Productivity* provides practical tools and techniques to address many of the problems leading to low productivity. This program is designed to improve personal productivity by eliminating or changing non-productive behaviors. It will also help employees achieve a higher level of efficiency by applying new, more productive work habits.

## Objectives

By the end of this course, participants will be able to:

- Analyze their current work habits and identify areas for improvement.
- Discover tips and tools to successfully prioritize, handle interruptions, overcome procrastination, and keep themselves motivated in tough times.
- Develop action plans for improving their personal productivity.
- Improve their personal productivity by eliminating or changing nonproductive behaviors.
- Achieve higher levels of efficiency by applying new, more productive work habits.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 3 hours: One half day  
Continuing Ed. Units: 0.3



## Interaction

### Course Description

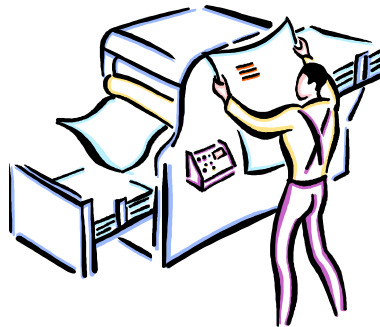
In today's demanding workplace, every organization wants to be a winner. But an organization is only as strong as its people. To make a maximum positive contribution, employees need to know more than how to do their job — they need to have interactive skills. These skills enable them to work effectively with others and understand how their personal success affects the organization's overall success. In other words, employees need to combine their job skills with interactive skills and take action to apply these skills on the job. *Interaction* is designed to help this winning formula come alive in today's organizations.

### Objectives

By the end of this course, participants will be able to:

- Describe and apply three key principles of effective interaction.
- Use interaction guidelines in a variety of job-related situations.
- Employ action plans for using interaction skills in one-on-one interactions, in handling conflicts, in group situations, and in interactions with supervisors.
- Identify and minimize barriers to communication.
- Apply do's and don'ts for handling conflict and gaining cooperation in group situations.
- Use trust techniques to build trust with others.

Who Should Attend: Non-Supervisory  
Prerequisite: None  
Course Length: 12 hours: Two full days  
Continuing Ed. Units: 1.2



# Interviewing Techniques

## Course Description

One of the most important functions in State government is staffing. Interviewing skills are a necessary prerequisite for conducting objective interviews in the staffing function. *Interviewing Techniques* provides a uniform, transferable, and systematic approach to interviewing. Through video modeling, short lectures, and skill practice, participants learn a systematic approach to planning, conducting and evaluating effective interviews. Equal Opportunity, Affirmative Action, and ADA laws are specifically addressed in the course.

## Objectives

Upon completion of the course, participants will be able to:

- Plan an interview by following their own interviewing guide including the four dimensions and behavioral standards of performance for a specific job.
- Conduct an interview in accordance with legal requirements for asking only job-related questions.
- Conduct an interview to gather essential information through questioning techniques in a professional manner.
- Evaluate applicant's capacity based on valid job-related evidence.

Who Should Attend: Employees responsible for interviewing job applicants or for initial placement of employees.

Prerequisite: None

Course Length: 12 hours: Two full consecutive days

Continuing Ed. Units: 1.2



## Leading & Contributing to Successful Meetings

### Course Description

Today's greatest resource is TIME. Meetings are one of the most significant forms of time consumption. Effective leaders know how to manage meetings well and take full advantage of the time allocated to them. Well-run meetings are an excellent management and communications tool. Poorly run meetings may cost organizations productivity, morale, quality, and dollars.

### Objectives

By the end of this workshop, you will be able to:

- Set clear meeting goals that support business needs.
- Help meeting participants prepare and contribute.
- Save time by leading fewer, shorter, and more efficient meetings.
- Keep meetings on track, and quickly get them back on track if problems arise.
- Ensure that people understand and support meeting results.
- Share responsibility with the meeting leader and with each other for achieving meeting purpose and outcomes.
- Save meeting time through careful preparation in order to make productive contributions.
- Suggest ways to keep meetings moving forward.
- Commit to and follow through on post-meeting action items.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 6 hours: One day  
Continuing Ed. Units: 0.6



# Making Effective Presentations

## Course Description

It is normal to be uncomfortable about speaking in front of a group of people. According to the author of “The Book of Lists,” 41% of 30,000 Americans interviewed said their greatest fear is speaking to a group. *Making Effective Presentations* provides ways to increase the ability to express ideas so that the speaker gains audience understanding and support.

## Objectives

Upon completion of this course, participants will be able to:

- Gather and organize the presentation content.
- Use a preparation process to increase presentation quality.
- Deliver presentations with increased confidence.

Who Should Attend: Employees whose work requires them to plan, organize and deliver information to small or large groups.

Prerequisite: None

Course Length: 10 hours: One full day and one half day

Continuing Ed. Units: 1.0



## Managing Performance<sub>2</sub>

### Course Description

*Managing Performance<sub>2</sub>* is one of the initial courses offered to supervisors as part of the Leadership Development Initiative. *Managing Performance<sub>2</sub>* is a two-day workshop that will provide supervisors and managers with the knowledge and skills necessary to effectively manage the performance of the employees who report to them.

### Supervisors will learn how to:

- Define performance.
- Identify the reasons why performance management is important.
- Review the basic principles of motivation.
- Recognize the role that a leader plays in fostering a positive work environment.
- Define the performance management cycle.
- Recognize the different opportunities for improving employee performance.
- Identify the steps for performance counseling.
- Use the performance counseling worksheet to prepare for and conduct a performance counseling discussion.
- Learn the basic principles for providing effective feedback.
- Identify ways to reinforce effective performance.

Who Should Attend: Supervisors  
Prerequisite: None  
Course Length: 12 hours: Two full days  
Continuing Ed. Units: 1.2



## Number Skills

### Course Description

*Number Skills* is a unique approach to number handling. It trains employees in the process of seeing, remembering and transferring numbers quickly and correctly. This course is designed for people who keypunch, type or hand write numbers from one place to another. The instruction focuses on number patterns: establishing a uniform pattern by which to remember numbers, and using whatever patterns are already built into a number.

*Number Skills* demonstrates that concentration can be taught. Participants take great pride in the results: 10, 11 and 12 digit numbers seen for a brief three seconds are copied accurately, and six digit numbers, seen for only one second, are easily transferred to forms. In addition, *Number Skills* teaches employees to avoid transposed digits and other common errors, and teaches the skill of finding the right number quickly and transferring it to the right place without errors as well.

### Objectives

Upon completion of this course, participants will be able to:

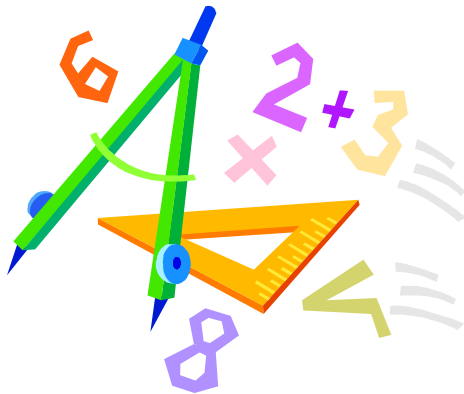
- Increase speed in seeing, remembering, and transferring numbers.
- Proofread numbers quickly and accurately.
- Employ techniques to avoid transposing numbers and letters.

Who Should Attend: Employees whose work requires remembering, transferring, recording or checking numbers.

Prerequisite: None

Course Length: 10 hours: Three half days

Continuing Ed. Units: 1.0



## Organizational Policies & Practices for Managers

### Course Description

*Organizational Policies and Practices for Managers* will help managers learn and understand the fundamental change in roles that occurs when you make the transition from supervisor to manager, what responsibilities managers for Tennessee have under Federal, State and local laws and policies. *OPP for Managers* will help new managers understand the organization and key provisions of the States rules, and a systematic approach to managing the performance of their employees including the role of the manager; ethics and conduct; employment practices; employee compensations (pay & benefits); leave and attendance; Equal Employment Opportunity and Affirmative Action policies; disciplinary actions; and grievance and appeals.

### Managers will learn and understand:

- The role of managers, supervisors and employees and how each role is similar and different.
- Managerial responsibility under applicable Federal, State and local laws and policies.
- The organization and key provisions of the Department of Personnel Rules.
- A systematic approach to managing the performance of supervisors and employees.

### Course Objectives

#### Unit One: Role of the Supervisor

- ◆ Characteristics
- ◆ Skill Sets
- ◆ Duties
- ◆ Litigation Landmines

#### Unit Two: Supervisory Policies

- ◆ Legal responsibilities
- ◆ PE's
- ◆ Discipline/Grievances
- ◆ Ethics

#### Unit Three: Supervisory Practices

- ◆ Performance Management
- ◆ Case Studies

Who Should Attend: Managers  
Prerequisite: None  
Course Length: 9 hours: One full day and one half day  
Continuing Ed. Units: 0.9





## Organizational Policies & Practices for Supervisors

### Course Description

*Organizational Policies and Practices for Supervisors* will help supervisors learn and understand the fundamental change in roles that occurs when you become a supervisor, what responsibilities supervisors for Tennessee have under Federal, State and local laws and policies. *OPP for Supervisors* will help supervisors understand the organization and key provisions of the States rules, and a systematic approach to managing the performance of their employees including the role of the supervisor; ethics and conduct; employment practices; employee compensations (pay & benefits); leave and attendance; Equal Employment Opportunity and Affirmative Action policies; disciplinary actions; and grievance and appeals.

### Supervisors will learn and understand:

- The fundamental change in role that occurs as a new supervisor.
- Supervisory responsibility under applicable Federal, State and local laws and policies.
- The organization and key provisions of the Department of Personnel Rules.
- A systematic approach to managing the performance of employees.

### Course Objectives

#### Unit One: Role of the Supervisor

- ◆ Characteristics
- ◆ Skill Sets
- ◆ Duties

#### Unit Two: Supervisory Policies

- ◆ Legal responsibilities
- ◆ PE's
- ◆ Discipline/Grievances
- ◆ Ethics

#### Unit Three: Supervisory Practices

- ◆ Performance Management
- ◆ Case Studies

Who Should Attend: Supervisors  
Prerequisite: None  
Course Length: 9 hours: One full day and one half day  
Continuing Ed Units: 0.9



## Performance Evaluation

Performance Evaluation was designed to assist supervisors and managers in carrying out their responsibilities within the State's Performance Evaluation Program. This course is newly redesigned and is available through the Department of Personnel's E-learning Center. The modules included in the course are:

- Performance Evaluation is important.
- Performance Evaluation rules, systems and forms.
- Performance Evaluation cycles.
- Developing a job performance plan.
- Principles of giving constructive feedback.
- Completing an interim review.
- Coaching during an evaluation cycle.
- Completing the formal evaluation.
- Using specialized forms for Performance Evaluation.
- Other performance management and evaluation considerations.

Who Should Attend: Managers and Supervisors

Prerequisite: None

Course Length: 6 hours

Continuing Ed Units: 0.6



# Personal Empowerment

## Course Description

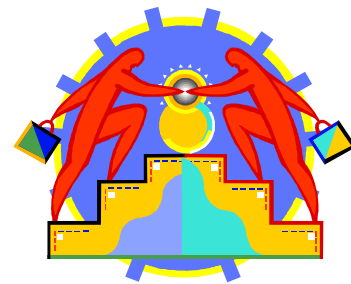
*Personal Empowerment* gives employees effective ways to take responsibility for their own success. Participants learn barriers to empowerment and six Personal Empowerment Actions that are useful for employees at all levels. Practicing the empowerment action is an integral part of this module. The module also includes a personal empowerment survey and the participants develop an action plan to apply these new skills back on the job.

## Objectives

By the end of this workshop, you will:

- Understand what empowerment is and your role in empowering others.
- Understand the factors that work for and against empowerment.
- Learn the basic principles of empowerment.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 4 hours: One half day  
Continuing Ed. Units: 0.4



# Plain Language Writing

## Course Description

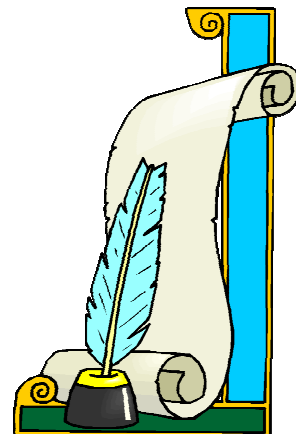
The traditional way of writing government documents often means the reader can't understand the intended message. This can lead to customer dissatisfaction and even more serious negative consequences to the agency and to our customers. Studies show that clearly written regulations, official letters, and memos improve compliance and decrease litigation, complaints, etc. Writing that considers our reader's needs improves the relationship between government and the public it serves and our internal customers. Clear writing reduces this burden on the public. It also reduces our burden because we don't have to deal with the consequences of unclear communication. This course is designed to provide you with appropriate writing solutions.

## Objectives

This course is designed to increase the employee's knowledge and ability to use the *Plain Language Writing* methodology in their job related writing. Upon completion of this course participants will be able to:

- Follow the four step Plain Language Writing process
  - ◆ Involve your reader
  - ◆ Write clearly
  - ◆ Organize to meet reader needs
  - ◆ Create visual appeal
- Apply *Plain Language Writing* techniques for involving readers in their writing.
- Choose the appropriate *Plain Language Writing* techniques for improving the clarity of their writing.
- Use *Plain Language Writing* methods for organizing their writing.
- Follow *Plain Language Writing* guidelines for enhancing the visual appeal of their writing.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6



# Preventing Workplace Violence

## Course Description

This course is designed to provide awareness level knowledge of *Preventing Workplace Violence*, including preventative measures and recommended methods of responding to and reduce the degree of potential workplace violence occurrences.

## Objectives

- Increase general awareness and knowledge of critical factors contributing to violence in the workplace.
- Introduce and allow each employee to explore methods that will enable the identification and audit of the current vulnerability level of workplace violence factors, in their work area. Appropriate preventative actions will be identified that will assist in maintaining a more safe workplace.
- Practice a method that has proven effective in identifying the workplace violence risk factors in their work area. Appropriate preventative actions will be identified that will assist in maintaining a more safe workplace.
- Discuss appropriate response techniques regarding employee actions/reactions recommended by OSHA, when confronted by violent or disruptive individuals.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 4 hours: One half day  
Continuing Ed. Units: 0.4



# Project Management

## Course Description

This program is dedicated to those who are meeting the challenges of working across organizational boundaries to manage a project. This has become increasingly necessary in today's flatter organizations and in organizations that are creating project teams to improve customer service, quality and or productivity.

The overall purpose of this program, is to assist in developing the competencies required to effectively manage a project team, establish clarity of project goals, specify required resources, execute the plan and evaluate the outcome.

## Objectives

By the end of this course, participants will be able to:

- Describe phases of project management.
- Clarify the practices to be successful as a project manager.
- Transform project objectives into a work plan.
- Apply practical methodologies and tools to deliver projects on time, within budget and achieve the desired results.
- Assess the impact of your influence style on others and identify techniques and steps you can take to strengthen your working relationships.
- Manage the project throughout implementation and disengagement.
- Evaluate the outcome and document lessons learned.

Who Should Attend: All Employees  
Prerequisite: None  
Course Length: 12 hours: Two full days  
Continuing Ed. Units: 1.2



## Proofamatics

### Course Description

*Proofamatics* helps participants to detect errors quickly — in fact, to increase accuracy at the same time as speed. *Proofamatics* strengthens proofreading skills in two ways. First, physically, by developing the eye's ability to locate specific elements in a text, and second, cognitively, by providing practice in language skills.

Through video exercises and audio cassettes, participants learn to use their eyes more effectively in proofreading. They are taught scanning techniques that improve their visual awareness of errors while reducing eye fatigue. A pre-test and a post-test validate the results of the course.

### Objectives

Upon completion of the course, participants will be able to:

- Recognize and avoid the ten (10) most common errors found when proofreading.
- Chose the most effective scanning pattern for proofreading different kinds of writing.
- Use skimming techniques to cover more material than would be possible in regular reading.
- Use a simplified language skill reference guide to quickly handle the most commonly occurring errors.

Who Should Attend: Employees who write, type or keyboard memorandums, letters, reports, legal documents, computer printouts or editorial copy.

Prerequisite: None

Course Length: 8 hours: Two half days

Continuing Ed. Units: 0.8



# Respectful Workplace – A Manager’s Guide for Preventing Workplace Harassment

## Course Description

While all state employees are responsible for creating a respectful workplace, much of the challenge for implementing the state’s new policy on Workplace Harassment will fall on managers and supervisors. What are harassing behaviors? What does a manager/supervisor do if they receive a complaint? How are complaints documented? What is retaliation? This course will provide the answers to these and many other questions managers and supervisors may have about Workplace Harassment.

## Objectives

By the end of this course, participants will be able to:

- Define protected classes.
- Define workplace harassment as set forth in the State’s Policy Statement on Workplace harassment.
- Describe the responsibilities and liabilities under the State’s Policy Statement and State and Federal law.
- Respond appropriately to harassing behaviors.
- Receive and correctly document initial workplace harassment complaints.
- Develop strategies for recognizing and preventing retaliation.
- Apply the State’s Policy Statement to your workplace.

Who Should Attend: Manager and Supervisors  
Prerequisite: None  
Course Length: 6 hours: One full day  
Continuing Ed. Units: 0.6





## **Respectful Workplace – A Staff Guide for Preventing Workplace Harassment**

### **Course Description**

The state has developed a new policy regarding all forms of workplace harassment in accordance with Executive Order #13. This workshop will help employees understand what workplace harassment is, identify who is protected, and describe what an employee should do if he/she encounters harassing behavior in the workplace.

### **Objectives**

By the end of this course, participants will be able to:

- Define protected classes.
- Define workplace harassment as set forth in the State's Policy Statement on Workplace Harassment.
- Describe the responsibilities and liabilities under the State's Policy Statement and State and Federal law.
- Recognize and avoid harassing behavior.
- Recognize and promote respectful behaviors.
- Apply the State's Policy Statement to your workplace.

Who Should Attend: All staff level employees

Prerequisite: None

Course Length: 4 hours: One half day

Continuing Ed. Units: 0.4



## Speak Up On Television

### Course Description

Whether you are explaining a new government policy, providing factual information or answering tough questions in a crisis, many state employees will find themselves in the media spotlight. Your ability to communicate effectively with reporters will shape public opinion of your department and all of state government. The news media is also a powerful way to communicate important information to the public.

Media training provides the practical skills that you need to get your message across in newspaper and broadcast interviews. This interactive seminar includes two videotaped interviews with feedback for each person.

### Objectives

You will learn to:

- Develop a clear, concise and compelling message.
- Anticipate questions.
- Project a positive image on TV and other media.
- Reduce the chances of being misquoted/taken out of context.
- Maximize opportunities.
- Communicate a positive message to the public.

Who Should Attend:	Employees who represent their department and the State to the mass media.
Prerequisite:	None
Course Length:	6 hours: One full day
Continuing Ed. Units:	0.6



## Strategies for Stress Management

### Course Description

Stress is a part of everyone's life. However, if we don't manage our individual stress levels, serious physical and emotional problems can occur. This program is designed to help employees understand stress, its causes, how people react to stress and ways to cope with stress. Participants will leave the program with strategies and a personal action plan to effectively manage their stress.

### Objectives

Upon completion of this course, participants will be able to:

- Define stress, stressors, distress, and eustress.
- Recognize the characteristics of stress and explain how it affects their lives.
- Measure individual stress in their situation, mind and body.
- Apply specific strategies for relieving situational stress, stress with the mind, and stress of the body.
- Use the "Stress-Sensor" Biofeedback Stress Management and Relaxation System.
- Use relaxation techniques to decrease individual stress levels.
- Develop an action plan for current and future management of stress.

Who Should Attend: State employees at any level desiring to better manage and understand their stress.

Prerequisite: None

Course Length: 6 hours: One full day

Continuing Ed. Units: 0.6



## Taking Action: A Continuous Improvement Process

### Course Description

Today's competitive world places extra pressures on all organizations. You can help your organization overcome these pressures by approaching your work with this one thought: Everything you do can be improved; and you have to make this happen. Just making a product or providing a service isn't good enough anymore. What's required is a new way of thinking about:

- Customers
- Quality
- Involving Others
- Continuous Improvement

Participants will learn a systematic method complete with tools that will enable them to work with team members to improve work processes.

### Objectives:

Specifically, this workshop will enable participants to:

- Start on the right path toward implementing quality improvements throughout your organization.
- Help your organization meet the challenges of tougher customer requirements, changing technology, and increasing competition.
- Identify opportunities for quality improvements that will have an impact on customer requirements.
- Pinpoint the areas in your job that cause frustration, and take the first step toward eliminating them.
- Get the support of others throughout the organization for your improvement effort.
- Eliminate problems instead of fixing symptoms.
- Generate creative ideas that help you break away from the attitude of "that's the way we've always done it."
- Select a solution that has the greatest chance of success.
- Get others committed to helping you make your action plan a success.
- Successfully implement your improvement idea.
- Make continuous improvement ongoing.

Who Should Attend:	Any Employee
Prerequisite:	None
Course Length:	18 hours: One and one half days
Continuing Ed. Units:	1.8



## Taking Time for Making Time

### Course Description

Organizing, prioritizing, managing time: these things seem to come naturally to some people. For most of us, though, it's not so easy. The demands of work, family and so much else make it easy for something to "fall through the cracks." And then, of course, we feel guilty for missing the event and resolve to do better next time. But good time management can be learned.

### Objectives

Upon completion of this course, participants will be able to:

- Assess your time management strengths and identify areas for improvement.
- Define and describe your personal and organizational values.
- Write measurable and achievable goals and tasks.
- List the three essential elements of good organizational tools.
- Distinguish between what is important and what is merely urgent.
- Prioritize daily tasks and activities to achieve personal and organizational goals and objectives.
- Correctly enter and track appointments, commitments, tasks, activities and other events.
- File and retrieve data such as phone numbers, memos and other information.
- Apply specific techniques to avoid procrastination, minimize interruptions such as phone calls, manage information such as mail and email, and maximize personal productivity.

Who Should Attend: Anyone  
Prerequisite: None  
Course Length: 4 hours: One half day  
Continuing Ed. Units: 0.4



# Tennessee Government Executive Institute

## Course Description

The Tennessee Government Executive Institute (TGEI) prepares leaders for Tennessee's future. The TGEI experience is designed to help senior executives in State government gain fresh perspectives and to enhance their leadership skills. Through a unique combination of both academic and "real world" instruction, top State executives can interact with peers in other departments, broaden their insight into how State government "works" and "doesn't work," and establish a context in which they can fit their intuitive and experience-based decision making skills.

## Objectives

The goal of the Tennessee Government Executive Institute (TGEI) is to improve government services by increasing participants' understanding of the dynamics of change, in both a global and local context, and by enhancing individual and organizational ability to anticipate and manage a changing work environment. The TGEI experience is designed to:

- Link the theory of the classroom to the reality of management in State government.
- Enhance participants' leadership skills in strategic planning, decision making and implementation of major initiatives.
- Provide a forum for State government executives to share experience and knowledge on how to improve productivity and become more effective leaders.
- Help participants know themselves better through several self-assessment instruments that examine leadership traits, communication styles, and conflict resolution.
- Provide principles for leadership in customer service and quality management.

Who Should Attend: Senior Executives  
Prerequisite: None  
Course Length: Three full weeks over a three-month period  
Continuing Ed. Units: 12.0



# Tennessee Government Management Institute

## Course Description

The Tennessee Government Management Institute (TGMI) prepares leaders for Tennessee's future. The TGMI experience is designed to help mid-level managers in State government gain fresh perspectives and to enhance their leadership skills. Through a unique combination of both academic and "real world" instruction, State Managers can interact with peers in other departments, broaden their insight into how State government "works" and "doesn't work," and establish a context in which they can fit their intuitive and experience-based decision making skills.

## Objectives

The goal of the Tennessee Government Management Institute (TGMI) is to improve government services by increasing participants' understanding of the dynamics of change, in both a global and local context, and by enhancing individual and organizational ability to anticipate and manage a changing work environment. The TGMI experience is designed to:

- Link the theory of the classroom to the reality of management in State government.
- Enhance participants' leadership skills in strategic planning, decision-making and implementation of major initiatives.
- Provide a forum for State government managers to share experience and knowledge on how to improve productivity and become more effective leaders.
- Help participants know themselves better through several self-assessment instruments that examine leadership traits, communication styles, and conflict resolution.
- Provide principles for leadership in customer service and quality management.

Who Should Attend: Mid-level Managers  
Prerequisite: None  
Course Length: Two full weeks over a two-month period  
Continuing Ed. Units: 8.0



# The Untapped Resource: ADA and You

## Course Description

This training program on the Americans with Disabilities Act was designed with the goal of explaining the legal aspects and structure of the Act along with its impact on state government. Another keen focus of the program is on how to conduct interviews and make employment decisions in accordance with the ADA. This program covers these areas as well as guidelines on disability etiquette.

Through the use of a multi-media presentation, the program offers practical guidelines on how to recognize and use effective interviewing strategies and etiquette when interacting with applicants or employees with disabilities.

## Objectives

Upon completion of this course, participants will be able to:

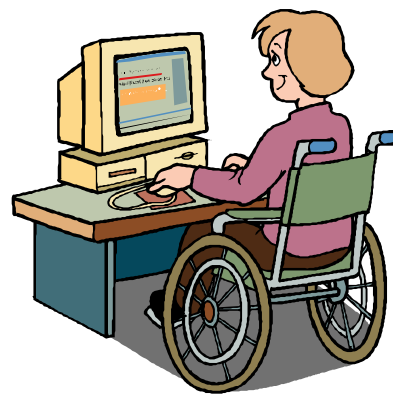
- Define “disability” as used in the ADA and explain its impact on State government as well as identify those agencies and organizations that have enforcement of the law.
- Use words with dignity to describe and interact with persons with disabilities.
- Identify the guidelines critical throughout the hiring process for compliance with the ADA.
- Define accommodation in the context of the ADA.
- Help a new employee with a disability become a member of the team and more efficient.

Who Should Attend: ADA coordinators, managers, supervisors, EEO/AA Officers, Personnel Officers, Employee Relations Officers, Training Coordinators, and other individuals who make workplace decisions and recommendations.

Prerequisite: None

Course Length: 6 hours: 1 full day

Continuing Ed. Units: 0.6





## Working in Teams & Valuing Differences

### Course Description

This program addresses the need of the State of Tennessee to increase performance through leveraging a team environment. It is rare in today's work environment to be successful without working in or with a team. There is a common understanding that more can be accomplished when resources are pooled, and ideas and energy are shared.

However, it is not always easy for teams to come together to work effectively and efficiently. Teams need to understand the process for excellent team performance. They need to know how to identify and overcome obstacles that impede success.

Participants learn to recognize the personal, interpersonal, and organizational advantages of teamwork and cooperation. Participants also learn to recognize the synergistic effect possible when people with diverse skills, motivations, and values work together.

### Objectives

By participating in this workshop, you will learn:

- Why working in a team is often more effective than working as an individual.
- The advantages of teamwork and cooperation for yourself, your team, and your organization.
- The challenges your team faces as it grows and develops.
- How to build a productive, high-performing team.
- The types of differences that make each person unique.
- How differences in styles, abilities, and motivations are valuable to the team or group.
- The importance of accepting, encouraging, and supporting differences.
- Ways to value others.

Who Should Attend: Any Employee  
Prerequisite: None  
Course Length: 6 hours: One day  
Continuing Ed. Units: 0.6

